**Egzamin z języka angielskiego zaliczający semestr 6**

**Imię i nazwisko…………………………………………….**

**Data……………..**

 **1. Przeczytaj poniższy tekst, a następnie każdemu fragmentowi (1–5) przyporządkuj nagłówek (A–F). Jeden nagłówek został podany dodatkowo i nie pasuje do żadnego fragmentu.**

**The USA – a changing population**

**1** \_\_\_

 The United States is the third largest country in the world. It’s in central North America and it’s between Canada in

the north and Mexico in the south.

**2** \_\_\_

 The first people arrived in the USA from Asia thousands of years ago. Today these people are called Native American Indians.

**3** \_\_\_

 The first Europeans arrived in the 1600s. They came from countries such as Britain, Spain, Germany, France and

Sweden. They lived on the land and had farms.

**4** \_\_\_

 After the Europeans arrived, many Native American Indians died from European diseases. They also lost their

land. The Europeans gave them small areas to live in called reservations. The population changed again in the 1640s

when the Americans brought slaves from Africa. In 1865 slavery ended.

**5** \_\_\_

 Today there are more than 300 million people in the USA. About 80% of them speak American English as their first

language. About 12% speak Spanish. Other languages people speak are German, Italian, Polish and Greek. Many

different people live in the USA.

**A** Difficult history **D** Geographical description

**B**  Europe arrives **E**  Modern Americans and their language

**C**  First Americans **F** The biggest country

**2. Przeczytaj informacje o trzech osobach 1–3 oraz cztery ogłoszenia A–D. Do każdej osoby dopasuj ogłoszenie, które ją najbardziej zainteresuje. Jedno ogłoszenie zostało podane dodatkowo i nie pasuje do żadnej osoby.**

**1** \_\_\_ Josh is a 16-year-old high school student who is worried because his younger brother Dominic, 11, has been pushed around a number of times by his older schoolmates. They’re asking him for money or they won’t leave him alone. Josh wants to do something about it.

**2** \_\_\_ Agnes is a 45-year-old businesswoman. She thinks that the local council is wasting people’s hard-earned taxes instead of using the money to improve people’s quality of life. Her company recently made a donation towards the renovation of an old school building, which was sprayed over with graffiti only days later.

**3** \_\_\_ Paula, 17, goes to school with many bright and talented young people who will probably be unable to continue their education after high school because they come from disadvantaged backgrounds. Some of their parents don’t have a job or much money, or have alcohol or drug problems. Paula wants to support her friends as best she can.

**A**

PUT AN END TO VANDALISM! The residents of this town have had enough of broken glass and damaged property. We want to see our houses free from tags scribbled all over freshly-painted walls. Sign the petition this weekend outside the Town Hall.

**B**

YOU CAN HELP. Poverty, homelessness, unemployment, addictions: hundreds of people face these difficulties in our region. Is there anything we can do? Certainly. Before the government steps in, each of us individually can do something to help. Join our voluntary organization and make a difference. Donations also welcome. www.you\_can\_help.org

**C**

BULLIES OUT! More and more young people are victims of bullying. They feel scared and schools often don’t seem to do anything to help. If you, your friends and siblings want to be safe, join our protest at 6 pm this Wednesday outside the First Primary School building.

**D**

STOP CRIME CAMPAIGN. A series of muggings, robberies and burglaries throughout our district is showing no sign of stopping. The local council doesn’t seem to know what to do and police measures have so far been ineffective. It’s time to do something about it. The Stop Crime Campaign launches in time for the next city elections. Find out more at [www.stop\_crime\_campaign.org](http://www.stop_crime_campaign.org).

**3. Do każdej sytuacji (1–3) dobierz odpowiednią reakcję. Zakreśl literę A, B lub C.**

**1** Po wizycie w zoo dzielisz się wrażeniami z klasą. Jak wyrazisz swoją opinię?

 **A** There were lions, tigers, gorillas and reptiles as well.

 **B** Watching the animals was fun. However, I think they should be free.

 **C** We did a lot of things, such as going to the zoo and to the museum.

**2** Nie jesteś pewien/pewna, czy dobrze zrozumiałeś/zrozumiałaś prośbę kolegi. Co powiesz?

**A** You said something strange

**B** I'm not sure I know what you mean. Can you explain that?

**C** I hope you will tell me something about it.

**3** Podczas dyskusji klasowej masz zaproponować rozwiązanie problemu bezrobocia. Co powiesz?

**A** I suggest solving the problem of unemployment, as it is quite serious.

**B** I should definitely try to do something about the unemployed people.

**C** I think politicians should make laws that make it easier to employ people.

**4. Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 4.1.–4.4. litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst.**

**Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

HARD LIVES OF THE GREAT

The lives of great poets, painters and composers were often not as happy as we think. Many artists of the past were sick or poor. **4.1. \_\_\_\_** That is why they were called great artists orly after their death.

By the age of thirty-seven, Vincent van Gogh had produced more than eight hundred paintings but had sold only one. **4.2. \_\_\_\_** Van Gogh once said, “Thanks to Theo I have the few francs I need. I know my paintings don’t sell. But the time will come when people will find out that my works are worth more than the money for the paints.”

Ludwig van Beethoven, another great artist, became deaf at the age of 50. **4.3. \_\_\_\_** Despite all these difficulties, Beethoven managed to compose his greatest masterpiece,the 9th Symphony. **4.4. \_\_\_\_** However, the maestro said that it wasn’t his intention to Markgreat occasions with this composition, but to express his feelings.

**A.** That is why his brother had to help him.

**B.** Their works were not understood at the time.

**C.** It was difficult for them to sell his works.

**D.** It is still played to celebrate major events.

**E.** He also had other serious health problems.

**5. Zapisałeś/zapisałaś się do szkoły tańca. W e-mailu do kolegi/koleżanki z Anglii:**

- **wyjaśnij, dlaczego wybrałeś/wybrałaś tę szkołę tańca**

- **opisz wygląd osoby, z którą tańczysz**

**- napisz jak wyglądają zajęcia**

- **napisz, jaki problem pojawił się podczas pierwszych zajęć.**

*Podpisz się jako XYZ*.

***Rozwiń*** *swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila*

*powinna wynosić od 100 do 150 słów. Oceniana jest umiejętność pełnego przekazania*

*informacji, spójność, bogactwo językowe oraz poprawność językowa.*

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